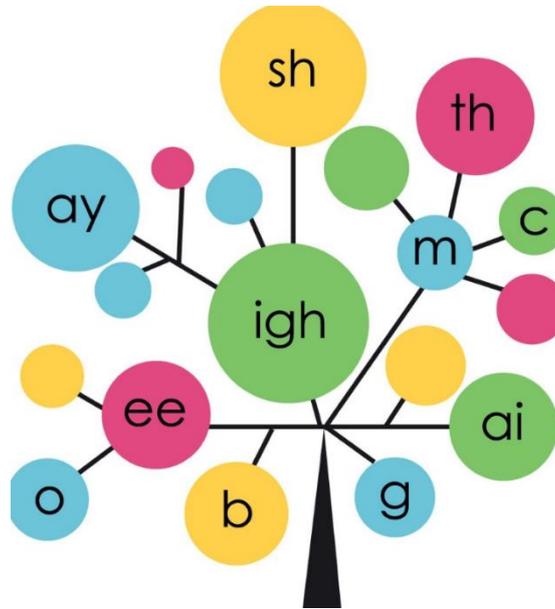


# Phonics



## Teaching & Learning Guide



**CASTLEWARD**  
SPENCER ACADEMY

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## Aims and objectives

An explicit, synthetic and systematic approach to the teaching of Phonics is important to ensure that children are successful, fluent readers and writers by the end of Key Stage One. At Castleward Spencer, we believe this is achievable through a combination of discrete phonics teaching lessons combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell and research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read (EEF, 2018).

## Teaching Approach

At Castleward Spencer Academy, we follow the five phases of Letters and Sounds. The Letters and Sounds resource was published by the Department for Education and Skills in 2007 and aims to develop children's speaking and listening skills, as well as prepare them for learning to read and spell by developing their phonic knowledge and skills through a detailed and systematic programme.

As a school, we implement this guidance through the use of Little Wandle Letters and Sounds Revised. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics as outlined in Letters and Sounds. It simultaneously teaches the segmentation of words for spelling, and develops phonemic awareness skills.

## Phase One

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase One activities are arranged under the seven aspects where children experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. This aspect includes: general

sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.

### Phase Two (Autumn Term- Reception)

The purpose of this phase is to teach **36** letter sounds/phonemes and on completion, many children should be able to read and spell some VC and CVC words as well as read the tricky words **is I the as and has his her go no to into she he of we me be**

### Phase Three (Spring Term- Reception)

The purpose of Phase Three is to teach a further **14** graphemes, most of which comprise of 2 letters (oa). Children will also continue to practise CVC blending and segmentation and will apply their knowledge to read and spell two-syllable words and captions, as well as words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end and words with –es /z/ at the end. They will also learn to read and spell a selection of decodable and tricky words (was you they my by all are sure pure).

### Phase Four (Summer Term- Reception)

Children entering Phase Four will be able to represent up to 50 phonemes, be able to blend to read, and segment to spell CVC words with up to three different phonemes. They will also be able to read and spell a range of tricky words (said so have like some come love do were here little says there when what one out today) and words ending in suffixes:

–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est.

### Phase Five

The purpose of this 30-week phase is for children to broaden their knowledge of phonemes and graphemes for use in reading and spelling. They will be introduced to new graphemes and alternative pronunciations for these. The children will also be able to read and spell a range of tricky words (their people oh your Mr Mrs Ms could would should our house mouse

water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe).

## Teaching Sequence/Lesson Structure

A comprehensive planning document is available for each week. The format of the lesson remains the same through

each phase, so that a consistent approach is adhered to. All planning and support videos can be downloaded at

Lesson focus	Revisit and review			Teach and practise			Practise and apply			
	GPCs	Words	Tricky words	New GPC and catchphrase	Oral blending	New words	Example definitions and sentences	New tricky word	Read the sentence	Spelling
oo moon	ai ee igh th oa oo	thank high soap road	and* push**	 oo zoom to the moon	b-oo-t m-oo-n c-oo-l	too boot food moon zoom cool	<b>boot</b> I love putting on my welly boots and squelching through the mud! <b>zoom</b> Going really fast, like a race car around a track. <b>cool</b> Not very warm – It's cool outside so you should put on a hat and coat.	<b>was</b>	The moon is up high.	food cool + was
oo book	ai ee igh th oa oo	think goat food cool	and* push** was	 oo hook a book	f-oo-k h-oo-k f-oo-t	look book cook foot hook wood	<b>hook</b> Children, remember to hang your coats on the right hook. <b>wood</b> A group of trees. Also, pieces of a tree chopped up for putting on the fire. <b>foot</b> Careful not to trip and hurt your foot!	<b>you</b>	Look at the toad on the wood.	look book + you
ar dark	ai ee igh oa oo oo	feet tail book cook	and* push** was you	 ar march in the dark	c-ar d-ar-k c-ar-d	car dark hard park march card	<b>dark</b> It's dark at night – I hope you're not scared of the dark! <b>hard</b> You are working so hard today – well done! Also, something that's not soft, like a rock. <b>park</b> An open space where people can play or walk. Also, to put something in a certain place, like when you park a car.	<b>they</b>	I can see the car in the dark.	dark park + they
or horn	ai ee igh oa oo oo ar	boat light park car	and* push** was you they	 or born with a horn	f-or-k h-or-n s-or-t	turn fork for sort born horn	<b>turn</b> To be ripped – Her trousers were torn after she fell in the playground. <b>sort</b> What sort of fruit do you like? I like bananas! <b>born</b> Ahhhh! I saw some lambs being born last time I was at the farm.		The goat was born at night.	born for + push
Review	ai ee igh oa oo oo ar or	<b>Sort the oo/oo words:</b> boot zoom food wood hook cook	and* push** was you they			<b>Match the words to the pictures:</b> moon fork book torn foot car	<b>Quick review:</b> thank think food park march sort born		This book is cool!	wood hard

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/>. Staff print off the weekly planning sheet and annotate it after each lesson, before filing it in their phonics folder once it has been completed.

## Planning

For children accessing Aspect 1, teachers plan daily lessons using the template below, see Appendix 1. All other planning and resources are provided on the Little Wandle Letters and Sounds Revised website using the link provided above. All staff are expected to ensure that all resources are ready prior to the start of each lesson.

## Progression

Children will progress through the phases of Letters and Sounds/ Little Wandle Letters and Sounds Revised, beginning with Phase One in FS1. During the final term of FS1, the children will complete the Aspect 7 element of the programme, so that they are able to confidently orally blend and segment when they start Phase 2 in FS2. By the end of the Summer Term in

FS2, it is envisaged that the children should have completed Phase Four of the programme ready to move on to Phase 5 during Year 1.

### **Groupings**

Children are taught in small groups, so that the bespoke needs of each pupil can be carefully met during each lesson. The progression document is still closely followed, but by teaching in small groups, this allows the practitioner to scaffold the support that the children needs. The children are assessed at least once every half term. Each group is taught by highly qualified teachers and teaching assistants.

Naturally, some children will join their year group from different schools and at different starting points. In order to ensure that the teaching of phonics is matched to the child's current level of skill, a phonics assessment will be completed within the first week of the child joining our school. The relevant Little Wandle Letters and Sounds Revised Placement Assessment will be used depending on their age and the time of year they join the school. This will enable the teacher to plan and deliver any one-to-one catch up sessions where appropriate.

### **Timetabling**

Discrete phonics sessions throughout FS and KS1 will be timetabled at 9am and taught daily from Nursery through to Year 2 and beyond where appropriate. The expectation is that phonics is taught for a minimum of 10 – 15 minutes in Nursery, 20 – 25 minutes in Reception, and 25 minutes in Years 1 and beyond if the child has not yet completed the programme.

### **Assessment and Tracking**

At the end of each half term, the Little Wandle Letters and Sounds Revised Child Assessment is completed with every child. This is completed during week 6, the assessment and review week. The outcome of each child's assessment is then used to update the Little Wandle

online assessment and tracking system. Once all of the assessments have been uploaded, reports are generated to identify any gaps in learning that the child might have, as well as strategies to address these through 1:1 or small group interventions. The assessments are also used to match the child's secure phonic knowledge to the correct decodable reading book.

Children in FS are assessed every half term using the Launchpad for Literacy tracker. They are assessed in the following areas;

1. Fine Motor
2. Visual Memory
3. Auditory Attention
4. Sequential Auditory Memory
5. Auditory Memory- Understanding
6. Auditory Blending

Once they have completed Phase 1, the Phase 2-5 Little Wandle Letters and Sounds Revised, half termly, individual assessments are used. In addition, children in Year 1, complete a previous year's phonics screening check every half term. A gap analysis is then completed to identify any gaps in learning, so further interventions can be completed if required. For those children who did not pass the screening check in KS1, they will also complete a phonics screening check each half term and their scores are recorded on the relevant year groups tracking grid. Children remain in the phonics programme until they can pass the screening check.

Children who join the school outside of the Foundation Stage and are experiencing issues in phonics, will be assessed using the Launchpad for Literacy Diagnostic Phonics Assessment Tracker, so that staff can ascertain their gaps in learning and then provide the appropriate intervention.

## **Interventions**

Once the online assessment and tracking sheet has been completed, children who have gaps in learning are identified. Various ways to support pupils are identified;

- Next Step Prompts- Help the member of staff leading the group focus their teaching on the gaps that have been identified e.g specific GPCs or chunking longer words to read etc.
- Daily Keep Ups- Daily 10-minute timetabled one-to-one sessions for pupils who urgently need additional support.

Plans and additional resources for these sessions can be found at

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/> .

## **National Phonics Screening Test**

During the Summer Term, all children in Year One will be screened using National Assessment materials and the data will be submitted to the Local Authority. Children are expected to gain 32 marks out of 40, however if they do not pass the screening test, they will be retested when they are in Year Two and receive ongoing Phonics support during this year. Children who do not pass at the end of Year 2 will receive targeted phonic intervention work until they have addressed gaps in learning (if not due to a specific learning issue, meaning phonics isn't an appropriate intervention)

## **Reading**

At Castleward Spencer Academy, we believe that all our children can become fluent readers and writers. This is why we also teach reading through Little Wandle Letters and Sounds Revised programme, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading outside of the phonics lesson and across the curriculum.

## Teaching reading

At Castleward Spencer Academy, children complete reading practice sessions three times a week. These sessions are taught by a fully trained adult to small groups of approximately six children using books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'. They are monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory.

The reading practice sessions have been designed to focus on three key reading skills:

- Decoding
- Prosody: teaching children to read with understanding and expression
- Comprehension: teaching children to understand the text.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

## Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. Reading for pleasure books also go home for parents to share and read to children.

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Little Wandle Weekly Content Grids, map each element of new learning to each day, week and term for the duration of the programme. There are also lesson templates, prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson. <https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/>

## Classroom environment

The classroom environment has a range of resources that support children to apply their phonic knowledge both within and beyond the lesson. Within the infant classroom it is recommended that a Little Wandle Phonics Wall frieze, is clearly displayed so that all children can see it. A Grapheme chart showing either Phase 2 and 3 (Reception classroom) or a Grow the code grapheme chart Phase 2, 3 and 5 (Year One classroom).

Grapheme word mats should be readily available on tables, so that children can use them outside of the phonics lessons.

## Resources

Effective phonics lessons make every second count, and this means that equipment needs to be pre-prepared before the lesson begins. All children completing Phases 2-5, must have access to a whiteboard, pen and rubber in a labelled packet to ensure that no time is wasted handing out equipment. A prearranged seating plan should be established, as this facilitates support for those children who are struggling. Children who are working at Phase 2 should also have access to small magnetic letters and boards/ or sound cubes as appropriate.

## Expectations

- All staff to ensure planning is complete/ printed out in advance, so that any amendments/scaffolds have been considered.
- All lessons must be taught using the Letters and Sounds/Little Wandle Letters and Sounds Revised documentation.
- All sessions follow the Introduce, Revisit and Review, Teach and Practice and Apply.
- All grapheme and word cards have been sorted and sentences have been prepared before the lesson starts.
- All staff model sounds correctly, using only pure sounds.
- All staff model handwriting in line with school policy.
- Lessons and Interventions must start promptly and completed as timetabled.

- All staff must be prepared for the lesson prior to it starting.
- All children being taught in Phases 2-5 must have access to a whiteboard, pen and phoneme frame during every lesson and magnetic letters and boards.
- Assessments are completed half termly and used to inform new groups.

Children in FS2 who are unable to orally blend and segment will be assessed using the Launchpad for Literacy toolkit within the first two weeks of starting at the school.



Phonological awareness  
Aspects 1-6/ 7 planning

Teacher/TA:  
Date:

	Day 1	Day 2	Day 3	Day 4	Day 5
Activity 1 –	<b>LEARNING INTENTION:</b>  <b>ACTIVITY:</b>				
	Assessment Notes:				
Activity 2 –	<b>LEARNING INTENTION:</b>  <b>ACTIVITY:</b>				
	Assessment Notes:				

